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PACEREPORT, established under terms of an ESEA Title III grant from the U. S. Office of Education to the Owensboro City Schools, Owensboro, Kentucky, is published to provide Title III project directors with a continuing source of news and information on educational innovation. This issue concentrates on 8 specific inservice case studies including the following: "A Self-Perpetuating System," San Bernardino, California; "An Opportunity for Professional Growth," Atlanta, Georgia; "Training Teachers to Train Themselves," Marion, Illinois; "An Area Pilot Program," Cedar Rapids, Iowa; "The Key to Improving Education is the Teacher," Stillwater, Minnesota; "Inservice Training--Audio-Visual Media," Durant, Oklahoma; "Mobilab: Teacher Training," Eugene, Oregon; "Individualization of Inservice Program," Stevens Point, Wisconsin. Included also are notes of particular importance to Title III projects plus a list of 9 PACE projects focusing on inservice education. There are other articles on funding for 1968, educational innovation, and teacher education, along with letters to the editor. (SG)

PACEreport

APRIL 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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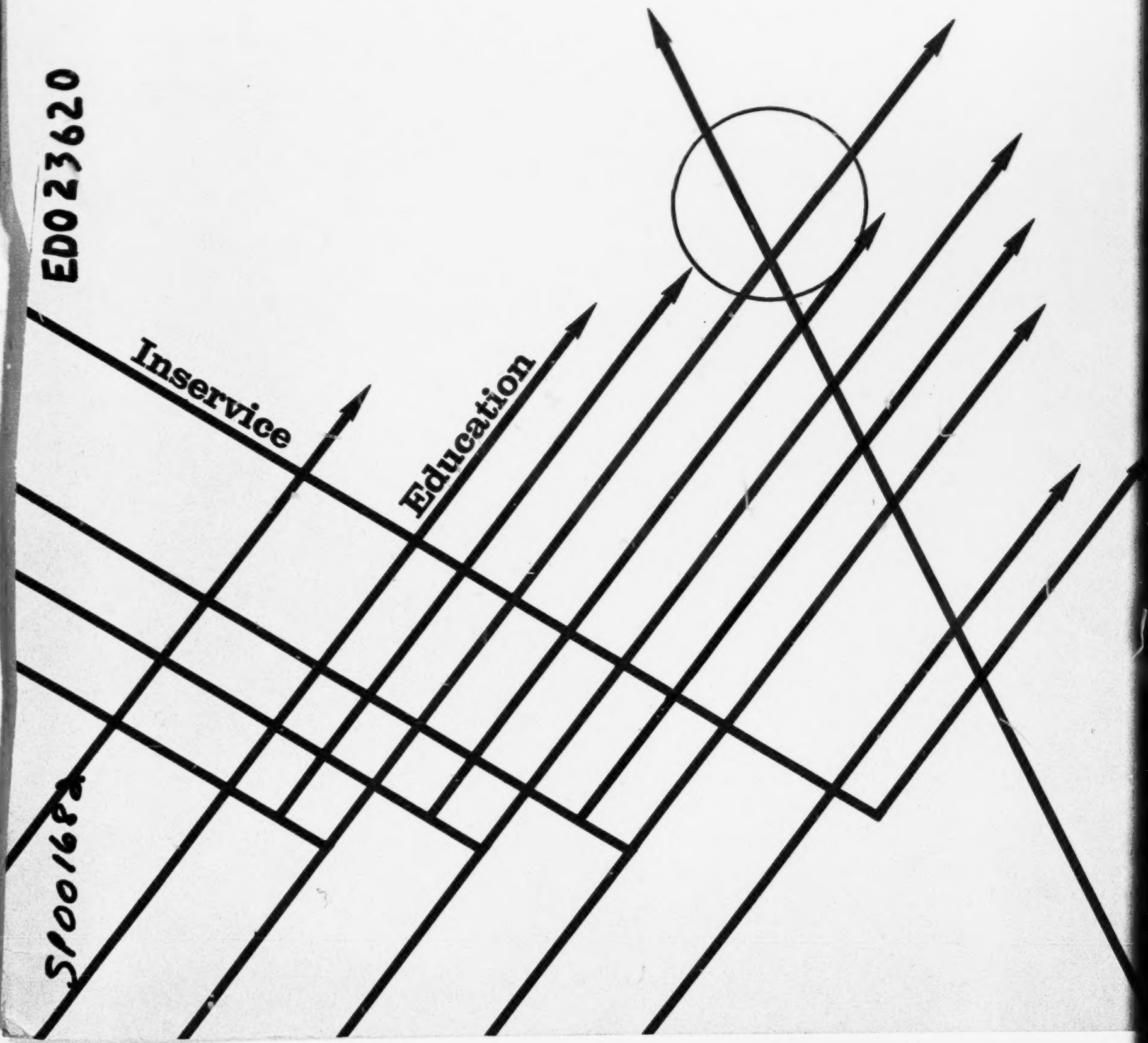

PACEreport has been established under terms of an ESEA Title III grant from the U. S. Office of Education to the Owensboro City Schools, Owensboro, Kentucky 43201. Its prime purpose is to provide Title III project directors with a continuing source of news and information on educational innovation. Editorial material is independently preapred at the University of Kentucky under the direction of Richard I. Miller, Director of the University of Kentucky's Program on Educational Change. Richard W. Gores, Executive Editor; Marcia Findley, Editorial Assistant. Views expressed herein do not necessarily reflect official U. S. Office of Education Policy. No permission necessary to reproduce contents. PACEreport is duplicated and distributed to Title III project directors and other interested educators by Eastern Illinois Development and Service Unit, 410 West Polk, Charleston, Illinois 61920. Address editorial correspondence c/o 201 Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506.

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A WORD OF INTRODUCTION.....

In a study of 418 projects approved during the first year of PACE operation, using 335 possible categories for classification, it was found that 77 percent of the projects said that some inservice education was involved in their project. Inservice education has indeed been a prominent feature of PACE proposals; therefore, it came as no surprise to find this concern high on the list of special topics suggested in the evaluation of PACEreport for future issues.

The next issue of PACEreport will focus on urban education, particularly for the disadvantaged.

We hope also to have completed by the next issue a summary of your evaluation of PACEreport.

Keep your letters coming in. We hope the Letters to the Editor column will continue to flourish in the next issue.

Richard W. Gores
Richard I. Miller

* * *

INSERVICE CASE STUDIES

A small number of PACE projects focusing on inservice programs were asked if they might prepare a short statement on their project, giving a brief description as well as attention to problems encountered. We are grateful for the fine responses, and we believe the following case studies reveal some innovative and creative approaches to the important matter of inservice education.

A SELF-PERPETUATING SYSTEM

SAN BERNARDINO, CALIFORNIA

A common characteristic of most inservice training programs is an almost total reliance upon outside resources who may supply training which is not commensurate with the actual situation found within the school itself. Implementation of a new direction or curricular change is best implemented when those directly involved provide some direction. Problems not considered by the outside innovators may arise which require a new assessment of the total program.

The problem of inservice education and teacher training was among those listed in the first needs assessment of the PACE-SIM Title III Center. This Center serves San Bernardino, Inyo and Mono Counties, California. Meetings with educators throughout the SIM area established inservice education as a top priority need.

The initial proposal was written by the PACE-SIM Title III Center. Upon approval of the project, the grantee became the Rialto Unified School District, Rialto, California. This district has 12,000 students enrolled in 11 elementary schools, three junior high schools and one senior high school. Typical of the residential, suburban-type communities throughout Southern California, it represents an area rich in homes and children but poor in supporting tax base.

For the first year the project centered in Frisbie Junior High School--a two-year old plant with an excellent physical environment, serving approximately 1200 students in grades 7-9. All of the Frisbie certificated staff is involved in the inservice project. As originally written, the project will be expanded to Rialto Junior High School during the 1968-69 school year and to Kolb Junior High School during the 1969-70 school year.

The specific objective of the inservice training project is to develop district personnel capable of continuing the program on an expanded basis during the second and third years. Upon completion of the project in June of 1970, the district will have a cadre of trained personnel to work in inservice education and teacher training throughout the district.

The project provides for outside consultant assistance during the three years. Consultants, employed to work on a regular basis with classroom teachers, are called "clinic teachers." They are successful educators who have demonstrated ability to work with teachers. Twelve clinic teachers were selected from the Rialto staff, the County Superintendent of Schools staff, and the faculties of nearby colleges and universities. Reflecting a wide range of academic areas, the clinic teachers had an understanding of teaching-learning strategies, knowledge of adolescent patterns of growth and development, and an ability to communicate with classroom teachers and to work in a non-threatening manner with them.

The project directors and the identified clinic teachers met in July and September, 1967, to plan implementation of the project. The clinic teachers were trained in the Flanders-Amidon inter-action analysis approach so that they would have common vehicle for their observation.

Each clinic teacher is responsible for working with four classroom teachers throughout the 1967-68 school year in applying pertinent learning theory and teacher strategies to actual classroom instruction and to the improvement of specific curriculum areas.

Classroom teachers are released from their regular duties on pre-arranged days. To minimize interference with normal classroom work, the auxiliary teachers were recruited from those within the community with

teaching credentials but who do not want to work full time. Each auxiliary teacher is assigned to a regular repeating assignment so that continuity of the classroom program is maintained.

Training seminars for the classroom teachers are provided, covering specific topics and utilizing instructors from the Southern California area. A variety of seminars have been conducted, such as: A local college sociologist provided insights to problems encountered with children representing diverse ethnic and cultural backgrounds; a specialist in learning theory conducted seminars in the application of learning theory to the classroom situation; and seminars were conducted on junior high school student reading problems.

As the participating teachers have expressed an interest, additional half-day seminars have been conducted by the clinic teachers. Termed "mini-seminars" by the teachers, these sessions are chaired by one or more of the clinic teachers and are designed to explore in depth the topic under consideration. Topics have encompassed various aspects of curriculum, teaching-learning strategy and applications of learning theory.

An important outgrowth of the program has been the formation of a steering committee. Composed of teachers-at-large and elected by the faculty, this committee meets on a regular schedule, discusses progress of the project, and in general it provides a most significant facet of the total program. Communication among the directors, school principals, clinic teachers and the steering committee provides an effective communication system, and feedback from this group provides the opportunity for self-correction of the program itself.

The staff steering committee has two major functions. It serves as liaison between the project director and the staff, and it serves as an advisory board in project planning. The planning aspect assists in correcting the system as staff needs become evident. The steering committee should have been selected before beginning the project in order to avoid the apparent communications lag at the start of the program. A bonus feature of the committee has been its use by the administration as an advisory group for decisions involving school policy for students and/or staff.

The self-perpetuating project at Frisbie Junior High School experienced both success and failures during the first year of operation. Most problems or failures were either completely or partially overcome by combating the communications lag through the formation of a project and staff steering committee. Continued effort towards increasing the effectiveness of communication within the staff and the project will be necessary. Determining the direction of the project during the 1968-69 school year was another problem. Thought had to be given to expansion to the second recipient school and to staff involvement in planning there.

The role of clinic teachers becomes increasingly more important as new schools are involved. The identification and training of clinic teachers will have high priority during summer and fall planning.

Auxiliary teachers will need to be identified and confirmed as participants for the next school year. Project expansion undoubtedly will necessitate identification of further auxiliary personnel.

Finally, the project director's role will need to be examined and perhaps redefined as the project expands. Significant factors in determining the first year role of co-directors were: (1) project was located at one school, (2) one co-director was the principal of the participating school, (3) auxiliary teachers worked in only one school, and (4) scheduling of clinic and auxiliary teachers in one school did not need to consider conflicts in scheduling that will be created as other schools participate.

Careful planning for successful communication of the project's objectives will continue to be the key problem in facilitating the project purposes and objectives as they relate to the need for more effective inservice education for teachers.

There has been some problem with the demands made upon teachers' time. Planning and use of auxiliary personnel has been used to help keep pressures of meetings and conferences at a minimum while still promoting the objectives of the program.

Program evaluation and the use of evaluative instruments must be shared with all staff members to eliminate those misunderstandings which occurred in the initial phase of the project.

For further information, write: Earl R. Lenz, director, PACE-SIM, 463 Sierra Way, San Bernardino, California 92403.

AN OPPORTUNITY FOR PROFESSIONAL GROWTH

ATLANTA, GEORGIA

A Title III proposal for the improvement of teacher inservice education was formulated in 1965 by a task force composed of Atlanta teachers, administrators, supervisors, and resource persons. This particular plan of action was deemed top priority since Atlanta was inducting some 500 new teachers into its school system annually as a result of population increases and the high attrition rate of beginning teachers. Research findings by various scholarly groups have found that the quality of the teacher is the most significant ingredient in the improvement of education.

The teacher who is happy in the education profession and who is considered effective by pupils, parents and administrators is a person who

makes the best use of self and who finds satisfaction in planning and in working to improve instruction. He continues to study and to learn more about the learning process and his discipline area, and to utilize a multitude of resources to assist learning. Persons responsible for planning the education of teachers, both preservice and inservice, must provide the opportunity and encouragement necessary to encourage professional growth and to decrease the teacher drop-out rate.

The Atlanta Public School System's project was funded and is presently attempting to bring about a collaboration of efforts on the part of the teacher education institutions in the area, community agencies, and its own instructional staff through the development of the Learning Resources Center for Improving Teacher Education. The project has three facets and is developing under the Division of Instruction, headed by Assistant Superintendent, Dr. John S. Martin. The Director, Dr. Lucille Jordan, is assisted in planning and implementing the program by a staff of Resource Coordinators. A Steering Committee and an Advisory Committee have been named to assist in the formulation of a balanced, dynamic program.

Instructional Teams

Under the internship phase of the program, teaching teams consisting of six beginning teachers and a lead teacher are assigned to various instructional levels and organizational settings. The location of the instructional teams is determined by the decision of administrators and the Personnel Department relative to the greatest concentrations of first year teachers.

The interns who are certified beginning teachers with Bachelor's Degrees have the full responsibility of a class of pupils. They work under the direct leadership of a master teacher who is released from specific classroom duties. This lead teacher guides the interns through first year teaching experiences, utilizing techniques and methods appropriate to their needs, such as: individual and group conferences, observations, demonstrations, curriculum planning sessions, consultation by skilled resource persons in child guidance and in the subject area, home visits, parent conferences, and instruction in the utilization of various instructional media. In addition, the interns write up critical incidents as they occur in the classroom. These give the decision made, which is followed by discussion with team members--alternative solutions to the problems involved. We hope this will improve the decision making ability of beginning teachers.

Graduate Continuum Program

A second aspect of the program is the graduate continuum phase in which interns are assisted in planning graduate programs of study with cooperating colleges and universities in the immediate area. The institutions allow 10 hours of credit toward the Master's Degree for the internship experience of this initial year, if the degree is completed within a three year period. Lead and college teachers are encouraged to

form a theory-practice team, each supplementing the activities of the other. In this way, lead teachers will be aided in keeping up to date on methods, procedures and techniques, and college teachers will be more cognizant of the realistic situations to which their student teachers are assigned after graduation.

Utilization of Community Resources

The third phase of the program involves the education of teachers in the proper incorporation of community resources (educational, cultural, business and industrial, natural and human) into the curriculum. Representatives of the Atlanta Art Alliance and other community agencies have been asked to meet with representatives of the Atlanta Public Schools to consider ways in which they can collaborate in the implementation of this phase of the project. The lead teachers will familiarize interns with the materials and resources available within the system and within the metropolitan area, and with methods of planning for more actual than vicarious learning experiences for children. It is hoped that "walls will be removed" from classrooms and that the resulting creative activities will motivate individual pupils as they engage in varied activities.

Inservice Opportunities

Inservice programs planned are varied: some involve only the instructional teams while others involve teachers from throughout the school system who are interested. Because of specific need, consultants were supplied for inservice education for teachers of children who are emotionally distrubed, hard of hearing, partially seeing, have speech difficulties or are educable mentally retarded. A series of 36 video-tapes for educational television was created by teachers in workshops to help primary teachers and pupils to work together to improve non-therapeutic speech difficulties. A guide entitled "Helping Children to Reach Their Potential" was produced by a study group of EMR teachers which is proving most helpful to all teachers of slow learners, as well.

Eighteen artists from the metropolitan area gave lecture demonstrations on various art media to art teachers, and then went into high schools to demonstrate techniques of working with youngsters. This enlargement of experience made art teachers more comfortable with the use of various media.

Journalism and drama workshops giving graduate credit were planned for teachers during the summer of 1967. Running concurrently were laboratories in these two areas for high school students thus enabling teachers to try theoretical ideas immediately in classroom situations.

Preservice and inservice is planned for lead teachers and the 90 interns in the instructional teams. Other than an orientation to the resources within and without the Atlanta school system, special activity studies include: Programmed instruction, independent study, examination and projected uses of various instructional media, stimulation, teacher effectiveness and methods of evaluation, such as Ryan's Classroom Observation Record and Flanders Interaction Analysis.

Collaboration among a legitimate theater group (the Academy Theater), Atlanta schools' curriculum personnel, and college professors of social science and English led to the creation and presentation of three dramatic presentations in each senior high school. This approach to the humanities with a "now-then-now" approach to social change in America has done much to motivate teachers and students to enliven the process of learning about our American heritage. Discussion groups preceding or following presentation provide student feedback to the concepts presented. A curriculum consultant works with teachers before and after the presentation to assist in definite preparation and follow-up activities.

Staff Teachers

A corp of staff teachers is available to release instructional teams for planning sessions, conferences, visits and inservice experiences.

These teachers are fully certified, regularly employed teachers who are trained to take special units into the classrooms to enrich the instructional program. On days that staff teachers are not assigned to replace the regular teacher, they plan and develop resource units, locate, adapt and organize materials for use by an instructional team, observe in classrooms and make preparations for forth-coming releasing assignments.

Problems Encountered

1. Identification of creative, effective persons for leadership roles, i.e., lead teachers and coordinators was a problem; however, as the program developed such persons became interested and were magnetically drawn to a creative project.

2. Understanding and cooperation of school principals in operation of instructional teams in schools was a problem. Placement of teams must be where they are wanted, whenever possible. Days of inservice for principals spaced strategically to aid them in understanding purposes made operation smoother.

3. Misunderstanding on the part of community agencies as to purposes and operation of funding for contracted services was a difficulty. To clarify philosophy, groups from the cultural community were invited to discuss school needs and services they can offer. Representatives from music, visual arts, and drama groups came on separate occasions to explore ways of supplementing school curriculum. Afterward, proposals submitted were much more realistic and workable.

Problems Yet to be Solved

1. Identification and assignment of beginning teachers to program early enough to determine their interest in working in team relationship and in beginning a graduate program leading to the Master's Degree is being worked on.

2. Development of a satisfactory instrument to measure change of the interns' pupils in motivation, study habits and cultural appreciation is underway.

Problems emerge and some persist in the operation of an open-ended project such as this, but with the team approach to planning by which we operate, we find a carry-over into team problem-solving as well.

For further information write: Mrs. Lucille Jordan, Institutionalized Services Center, 2930 Forest Hills Drive, S. W., Atlanta, Georgia.

TRAINING TEACHERS TO TRAIN THEMSELVES

MARION, ILLINOIS

"Public school personnel can, in fact, train themselves" -- this was the premise that led to the development of a massive inservice teacher education program in Illinois.

The impetus for this project was initially given by the Illinois Plan for Gifted Children when personnel from this state program began to recognize the urgent need for more and better programs of inservice education at the local level.

During 1964 and 1965 a unique teacher training model was developed and tested at the University of Illinois by personnel associated with the Department of Program Development for Gifted Children.[1] The model, as finally developed, included such aspects as: the use of video tapes, the use of data-gathering devices for purposes of feedback, program instruction devices, and teacher practicum experiences.

To disseminate this model for teacher inservice education, the Illinois Plan for Educational Leadership Development (IPELD), Title III, ESEA Project 66-1666 was organized and implemented through the Marion Public Schools, Marion, Illinois. The overall purpose of the IPELD Project was to disseminate, through a network of coordinated summer regional training programs, an adaptable model of inservice education for use by public school personnel.

One objective of the summer program, in addition to dissemination,

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[1]This department is affiliated with the Office of the Superintendent of Public Instruction, State of Illinois.

was to provide a selected number of teachers and administrators throughout Illinois with a general background on the education of gifted students. The specific focus of each of the individual institutes tended to differ somewhat because of such factors as: (1) geographic and demographic differences between the areas; (2) differences in regard to needs in the area served by the regional institute; and (3) the typical differences between the demonstration centers (the agencies charged with the responsibility to run the summer program.)

Each of the summer institutes, while differing somewhat in specific curricula, did offer a similar general experience in regard to the education of gifted children. In all cases, each summer program presented for participant involvement followed this general format:

a. General course of the education of gifted children. This would include a review of the research on the education of gifted children.

b. A specific concentration on one or more content considerations for gifted and/or talented children.

c. Practical experiences in dealing with one or more teaching strategies that might pertain to gifted students. This might include experiences with such techniques as those associated with inductive learning, independent study or individually prescribed instruction.

The second general objective of the summer program was in the broad area of leadership training. The overall purpose of the leadership training aspect of the summer institute program was to provide those experiences that would equip teachers and administrators to organize and maintain programs of inservice training at the local school district level. Along with the aforementioned goal, the institute personnel wanted the institute participants to be equipped to play other leadership roles in their local school setting. These roles might include such activities as those related to curriculum development for gifted students, serving as a consultant to teachers and/or administrators in their local school district, and generally being aware of various opportunities to enhance specific programs for talent development.

One of the major features common to each of the summer institutes was a program of self-assessment. The general purpose of the self-assessment program was to provide institute participants with unique and potentially valuable tools with which to make leaderlike contributions at the local level. A subsidiary, but equally important objective of the self-assessment program, was to change the teaching or administrative behavior of the participants by allowing them to be actively involved in analyzing their existing behaviors as educators.

First of all, participants in each of the summer programs were asked to provide examples of their existing behavior. This procedure usually took the form of providing audio tape examples of lessons taught or ad-

ministrative conferences, examples of examination questions, information concerning student perceptions of the teacher utilizing the style of teaching inventory as the data collecting device.[2]

Once the information was collected the teachers were asked to predict what the results of this early investigation into their "actual" behavior would be. This first prediction by the participants was considered to be the initial "ideal" established by each individual participant. The data was then analyzed in the following manner:

1. The audio tape samples of the teaching behavior of the participants was analyzed by using the Flander's Interaction Analysis device to derive certain generalizations.

2. The audio tape and the examples of exam questions were also analyzed using as a criterion measure the mental operations as proposed by J. P. Guilford in his theoretical model of the Intellect. This information provided certain generalizations in reference to the type of thinking behavior the teacher was requiring of her students.

3. The style of teaching inventory provided generalizations about the teaching behavior of the participants under four general factors. These are:

   a. friendly, realistic, stimulating teacher behavior;
   b. understanding - flexible;
   c. encouraging of student initiative;
   d. understands student self-image.

All of the aforementioned data was analyzed and fed back to the participants for consideration and discussion. In each case the participants were asked if their "predictions" coincided with their "real" behavior. They were asked particularly to note specific discrepancies between their "ideal" and "real" behavior.

The participants were then taught to use each of the aforementioned devices as well as given the opportunity through discussion groups and the viewing of various demonstration lessons (models) to develop a new "ideal."

Participants were then given the opportunity of experimenting with different types of behaviors by teaching the student classes provided at each of the institutes. While teaching these classes, the participants

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[2]In the case of administrators "The Style of Administrative Behavior" was used to gather data concerning teacher perception of administrative behavior.

followed a fairly established procedure. This procedure was usually in this general pattern.

1. The individual teacher would present to his/her colleagues a set of objectives for the lesson that day. These objectives would take the following form:

   a. content objectives
   b. objectives in light of the interaction (Flanders)
   c. objectives that related to the mental operations of the Guilford model
   d. (in some institutes) objectives that related to affect or feeling in the classroom.

2. The teacher would then teach the lesson to the students while her colleagues would observe the lesson and gather information with the previously mentioned tools. The lesson was also usually videotaped for later analysis.

3. Following the teaching session the teacher and her colleagues would then critique the lesson in light of the objectives given by the teacher. During the critique session the data previously gathered would be used by the participants to substantiate the feedback being given the teacher by other members of the critique group.

4. The critique sessions were usually video-taped because of the assumption that this type of work is not typical of educator behavior. The critique sessions were then critiqued by the institute staff and participants to discuss the leadership roles displayed by the participants in helping another teacher change her behavior objectively.

The self-assessment aspect of the institutes was designed,therefore, to serve two rather specific goals. First, to allow each individual teacher to examine his/her professional behavior and to practice various alternatives to modify or change that direction based on a certain amount of objective feedback.

The second specific goal was to directly involve the institute participants in a model inservice program based largely on precepts associated with self-assessment. It was hoped by the institute staff that various forms of this model would be translated into inservice programs at the local school districts represented in the summer institute program.

In summary, then, the summer institutes had, in addition to the many and various regional objectives, five collective objectives. These were:

1. To provide a general background experience (based largely on the work of James J. Gallagher) in the education of gifted children.

2. To discuss and with specific curricular programs designed in general for talented children.

3. To train the institute participants in specific procedures for analyzing parts of their professional educator behavior and, therefore, allowing for objective modification or change of that behavior.

4. To train the participants to develop and run an in-service program in the local school setting based on the idea of self-assessment.

5. To create a general awareness on the part of the institute participants of the principles upon which the Illinois Plan for Gifted Children was based. As well as an awareness of varied and continuous services that this program offers to the public school of Illinois.

For further information, write: Douglas Paulson, Coordinator, Title III IPELD Program, Marion Public Schools, Marion, Illinois.

AN AREA PILOT PROGRAM

CEDAR RAPIDS, IOWA

The concept of the multi-county regional educational service agency to replace the county superintendent's office in Iowa has been much discussed in the last decade. The first related legislation came in 1961 when House Resolution 6 directed the Department of Public Instruction "....to prepare a statewide plan for the development of public area community colleges...." From this study came a recommendation that the state be divided into 16 multi-county areas, each with sufficient resources to support proposed area community colleges.

Although the study submitted as a result of this directive did not result in any immediate implementing legislation for the establishment of the proposed 16 areas, the Iowa Department of Public Instruction proceeded to use the areas as a means of improving communications with local school districts of the state. Administrators of each area held monthly meetings, officers were elected, committees were appointed, and worthwhile cooperative efforts on a multi-county basis had their beginnings.

Legislation was passed in 1965 which made the establishment of multi-county vocational schools and community college areas permissive. The enthusiastic response of the state to this legislation was indicated by the fact that 15 of the areas proposed, with some boundary changes, had been approved and were in operation by 1967.

The county school systems of Benton, Cedar, Iowa, Jones, Johnson, Linn, and Washington counties were designated as Area Ten. The same legislature, by passing H.F. 533, also made it permissible for county school systems to merge to form intermediate service areas. In 1966 the State Department of Public Instruction made a policy statement that if a merged area were to be formed, it should fall within the boundaries of the already-established vocational school-community college areas.

Taking note of the discussions and legislation pertaining to multi-county services, the Linn County Board of Education submitted a Title III proposal for a planning grant to determine "The Appropriate Functions and Services of a Multi-county Intermediate (Area) Educational Unit." The planning grant was approved in 1966, and the study was conducted in 1966-1967.

The desirability of conducting a pilot project involving one of the many potential services suggested in the study was discussed with the local administrators, with the county boards of education of the seven counties included in Area Ten, and with personnel of the Department of Public Instruction. It was generally agreed that one of the most valuable services that could be provided for Iowa schools would be some form of directed inservice and curriculum work.

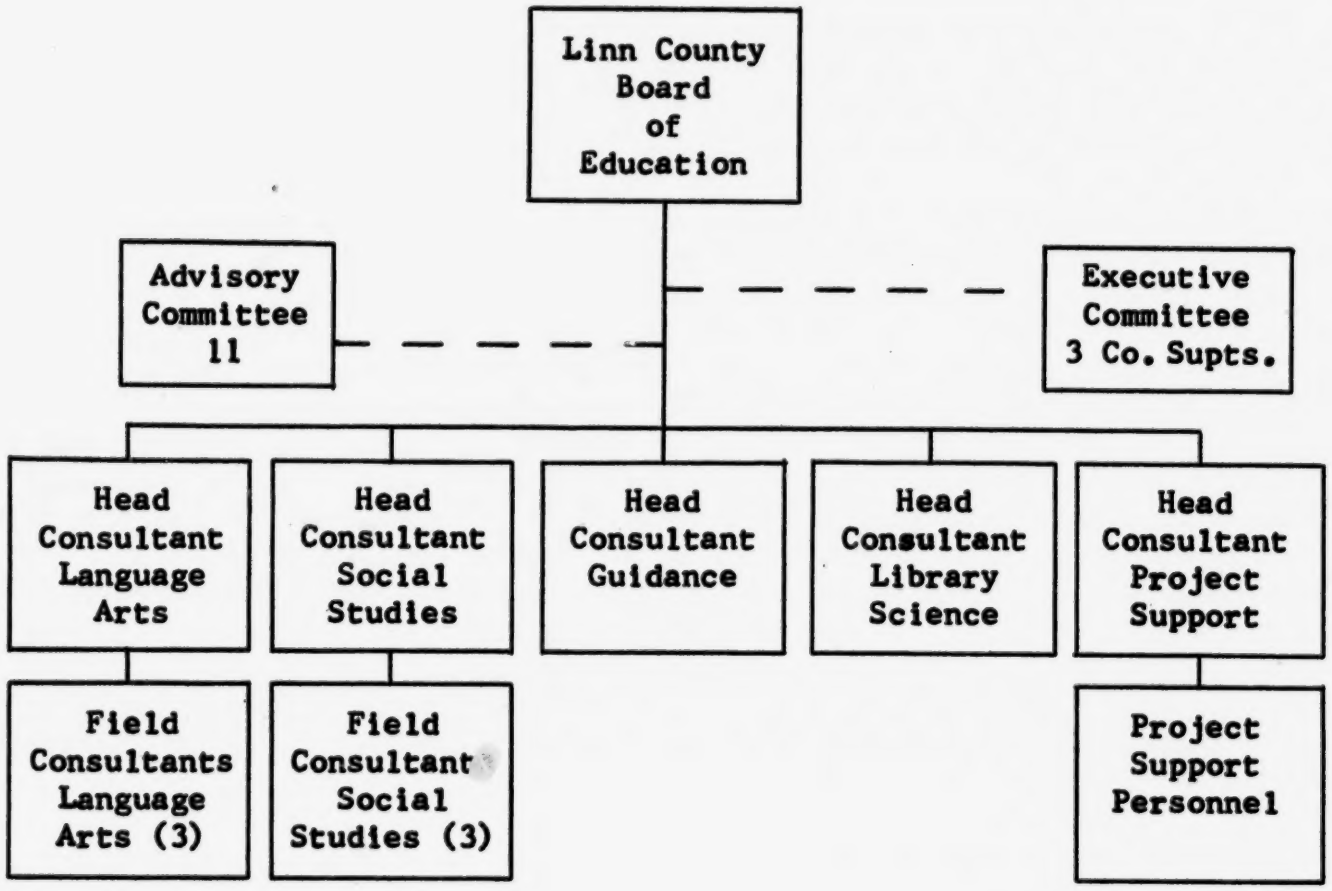
A second Title III proposal, prepared in response to this consensus, was submitted to the U. S. Office of Education and was funded as a three-year project with a budget of $261,466 for the first year beginning August 1, 1967.

The major two objectives of this project were suggested.

1. To assist local schools in improving the school program in selected academic and service areas by helping to define the needs at various grade levels relating to these academic and service areas and by assisting in developing appropriate means of meeting the defined needs.

2. To demonstrate the potential for better education available in Iowa, under existing legislation, through utilization of services on an area basis.

The organizational plan for the project as finally approved is as follows:


Linn County Board of Education
Advisory Committee 11
Executive Committee 3 Co. Supts.
Head Consultant Language Arts
Head Consultant Social Studies
Head Consultant Guidance
Head Consultant Library Science
Head Consultant Project Support
Field Consultants Language Arts (3)
Field Consultant Social Studies (3)
Project Support Personnel

Operational Details

The decision to provide consultants for inservice work in the areas of language arts, social studies, guidance, and library was made after planning sessions with local administrators, with the State Department of Public Instruction, with representatives from various universities and colleges in the area, and with the personnel of the Department of Health, Education and Welfare.

The basic criteria developed for operation is summarized as follows:

1. A staff of professional consultants is available to local schools to work in the areas mentioned.

2. The service is provided to local schools upon request only.

3. An executive committee, made up of three county superintendents, and an advisory committee of 11 local school people have been appointed to aid in coordinating the project.

4. Continued communication between the staff and local schools is maintained through meetings of the advisory committee, the mon-

thly meetings of the AREA Ten administrators, and periodic publications from the project staff.

5. Consultants from the State Department of Public Instruction, the State University of Iowa, University of Northern Iowa, and other colleges are called upon to assist and aid the staff as needed.

Forty-two public school districts and 37 parochial and private schools are eligible for the services from the project staff.

The Iowa plan for the distribution of Title II funds, ESEA, supports the multi-county intermediate unit concept and serves as a valuable complement to the Title III inservice project. Under the Iowa plan, an educational materials resource center consisting of books, films, art prints, recordings and other materials has been established in a center city of each of the 16 areas described.

Equipment for the project support part of the program includes a video-taping van with cameras and recording equipment. This has provided additional opportunities for service to the schools. Video tapes which have already been produced include (1) The Parent-Teacher Conference, (2) High School Orientation for Prospective High School Students, (3) Programmed Reading, and (4) Elementary Guidance.

A summary of activities for the period August 1, 1967, to February 29, 1968, includes:

1. The consultants conducted 177 visits to 48 different schools in which they worked closely with teachers or groups of teachers in curriculum work.

2. The consultants took part in or conducted inservice training sessions and/or workshops in 15 schools.

3. Area inservice meetings were conducted in guidance, language arts, communications, and social studies. These area meetings involved over 460 teachers and administrators.

4. A majority of the local schools have arranged for their faculties to visit the center for orientation sessions on the use of the services and materials.

Present Problems

The late funding date, August 1, 1967, created an initial problem because of the difficulty of obtaining highly qualified staff members for the project. As a result, the project operated with a shortage of two professionals during the first year.

The inability of the present staff to meet promptly all of the requests for consultant services is a more desirable type of problem. Scheduling of visitations currently is four to six weeks behind requests of local schools.

Two questionnaire evaluations of the project have been made by local administrators. The response was favorable in both cases, with strong recommendations to expand the project as rapidly as possible. On the basis of these responses and on the basis of subjective observations, the opinion of this writer is that the first objective of the project is being achieved.

Evidence of success in realizing the second objective came on February 23, 1968, when four of the seven counties (Cedar, Johnson, Linn, and Washington), acting under the permissive legislation mentioned earlear, voted to form a merged area effective July 1, 1968. While this is not the full realization of the second objective, it is felt that the four counties were influenced by the success of the project and that the forming of the merger is of great enough significance to say that the second objective is also being achieved.

Problems Around the Corner

Anticipated problems of the future revolve around the development of this merged area, the approval of an expanded budget to include other subject areas, the securing of staff for these areas at a late date, and the further merging of the consultants' work (Title III) with the media center (Title II) to form the Division of Instructional Services which will eventually be financed by the merged area.

It is felt that this type of project does much more than provide paint and shoring for existing programs. It is a means of demonstrating the feasibility of providing, on a multi-county regional basis, services long needed by most local schools. Formation of the multi-county regional service areas provides Iowa with a new structure for the improvement of education for the schools of the State.

For further information on "The Regional Educational Service Agency" or "An Area Pilot Program for Inservice Education," write John H. Messerli, Director, Title III, Linn County Board of Education, 305 Second Ave., S. E., Cedar Rapids, Iowa 52401.

THE KEY TO IMPROVING EDUCATION

IS THE TEACHER

STILLWATER, MINNESOTA

The Stillwater Senior High School has centered its strategies for program improvement around the teacher in order to improve instruction for approximately 1500 boys and girls in grades 10,11, and 12. Stillwater is a suburban area of northeastern St. Paul, Minnesota. Stillwater has been looking at its program for the past five years in terms of in-

creasing the professionalization of teaching individualized instruction so that students could become more independent life-long learners. Mr. Monette, Senior High School principal, used the Trump plan as a model for beginning a change strategy within his school involving the individual teacher. The pilot program involving the U. S. History team had identified the fact that one of the major problems in educational improvement is behavioral change on the part of the professionals. Veteran teachers accustomed to working alone in the classroom have to learn to work together. Also, students who are to become independent learners have to be involved differently in the learning program. The role would have to change from the passive role to an active role. This gain would require still another change in teacher behavior, essentially from one of a teaching as telling to teaching as facilitating. In order to accomplish the objectives indicated above, an inservice program model was designed with the help of Title III PACE funds and the Upper Midwest Regional Educational Laboratory to establish a uniquely coordinated inservice program that would help the teacher see his or her behavior as it affected a teaching team and students in small group seminars.

A Human Relations Training Lab, modeled after the national training lab, was held away from the school for five days. This program enabled half the Senior High School staff to deal with their own behavior as it affected their team members as well as their students. The net effect was to make each teacher and administrator more aware and sensitive to his or her effect on others when in the process of team planning and small group seminar work with students. The teachers involved in this lab then returned to work in a curriculum and instruction workshop funded by Title III in which the central purpose was to deal with writing instructional programs for students in behavioral terms.

It was an exciting and significant summer. The involvement and committment of the staff has been evident to every group that has visited this school through the assistance of Title III demonstration and dissemination funds.

The present inservice phase is involved in what we call a small group practicum. A number of our teachers are working with several professors from the University of Minnesota in analyzing how their behavior effects the outcomes of their student groups. They are using direct observation and taping to provide the data for feedback.

The major problem that we overcame was achieving complete staff involvement and commitment to a major improvement in the school's social system. Central to reducing this difficulty was the human relations training lab, but also important was staff involvement through steering committees. These were critical factors in making such a major shift in a school that had grown gradually and contained many fine teachers who had taught for <u>many</u> years. Most professionals want to improve their profession but this must occur in an environment of helpfulness, openness and honesty, which of course leads to security in the transitional phase.

Stillwater Senior High School was able to accomplish this change at its most crucial point, which it has identified as the teacher. The

teacher is the focus of change in the uniquely coordinated inservice program of Stillwater Senior High School.

One of the first and most pressing problems is that the remaining half of the Stillwater staff wishes to become involved in this inservice program this summer. The present Title III grant was for one year only with the idea that the district would gradually complete it over several years. The desire of the rest of the staff to become so completely involved so soon is presently a problem--one which might hopefully be helped by an application for a continuation grant from Title III.

Another unresolved problem: much educational improvement--once understood, believed and practiced--still is hampered by organizational barriers such as the shortness of the school year, the problem of overexposure to students for some of the year and underexposure at other times. Teachers need opportunities to practice new behaviors with few children in order to establish new patterns without the presence of numbers. The people at Stillwater Senior High School are convinced that there are basically two central thrusts for education: describing educational ends in behavioral terms, and sensitivity training for the people in the process--student and teacher!

For further information, write: Floyd E. Keller, Assistant Supt., Secondary Education, Independent School District No. 834, 1018 South First Street, Stillwater, Minnesota 55082.

INSERVICE TRAINING —

AUDIO-VISUAL MEDIA

DURANT, OKLAHOMA

Three years ago school officials in Durant, Oklahoma, and personnel from Southeastern State College met to discuss the needs of area schools and the needs of beginning teachers. It was agreed that many new teachers as well as experienced staff members failed to incorporate many proven and many of the newer audiovisual devices in their classroom instruction. Public school officials were also faced with the inability to utilize the Oklahoma Television Authorities televised programs which were proving successful in enrichment for schools within their broadcast range. The distance of 160 miles from the transmitter made this impossible. The superintendents of schools in 10 other area schools agreed

that these were also needs for them and their staffs--development of competence in all audio-visual media and developing experience with instructional television in preparation for the time when we would be able to utilize this media.

Since Title III guidelines would not allow funding of transmission or receiving equipment, it was decided that a project would be requested that would provide audio-visual experiences with emphasis on preparing instruction for videotaping.

Activities

During the first year, two workshops were held for the 240 teachers of the ten project schools with emphasis on general audio-visual methods. Mr. Clyde Jackson, Head of the Dept. of Audio-visual Education at Southeastern State College served as consultant for these projects and organized these work sessions in such a way that teachers had experiences in the use of the overhead projector; development of transparencies by a variety of methods; 35 mm slide production; use of the 16 mm projector; dry-mounting and laminating techniques; use of the tape recorder, and help in building bulletin board and other displays.

Staff members from the Audio-Visual Dept. of East Texas State University served as consultants for a third workshop at which time mobile ITV equipment was demonstrated and instruction given in videotape production and utilization. The project staff member selected to serve as production director enrolled in course work during the early part of the project at this school to prepare him for his role in the videotaping operation.

During the second year Mrs. Norma Leslie, Art Teacher, has conducted four highly successful workshops for elementary teachers on the use of brushes, tempera, and sponge painting. Although attendance is voluntary, it has been high for the four workshops.

Specifications for equipment which would be needed were developed with the help of the Head of the Electronics Dept. at Southeastern State College. This person, who had recently retired from communications work in the U. S. Army Signal Corp. had assisted in developing plans and specifications by the time of actual funding so competitive bidding could proceed as quickly as possible.

Two Hundred dollar "incentive grants" had been written into the project for teachers who would prepare a thirty minute lesson for videotape. Forty of these were available to teachers of the ten schools. This could be a single-concept presentation which might serve as a resource unit for later use, or the lesson could be one which the teacher would pull from a larger context--one with which the teacher was working. The purpose of these grants was to get teachers involved with using multi-media, with writing scripts, and facing cameras in the hope that these same techni-

ques would carry over to regular classroom instruction and also make them more competent consumers of ITV by the time distribution problems were solved. During that portion of the first year after equipment was obtained, 24 of these videotapes were prepared,each by a different teacher.

A pilot project has operated during the second year which has involved feeding the console signal to the tower of our local community antenna which distributed this signal throughout the CATV system and into the schools of Durant. This has allowed training of teachers and proved to be a very fine distribution system for this school. In addition, it also is fed into approximately 2000 homes in the district where it serves homebound, sick, and in many cases pre-school children.

Problems Met and Overcome

The development of specifications for a videotaping facility which would also fit into a future broadcasting studio was one of our first major problems. Our own lack of experience and the transitional stage of the industry intensified our problem. Availability of consultive services of audio-visual and electronics staffs at Southeastern State College alleviated the necessity of relying exclusively on vendors in planning the studio and equipment specs. These resource people have helped us realize an extremely complete and functional low-cost videotaping unit which has during the second project year furnished a high quality signal which has been distributed by CATV for three and a half hours daily during this school year with minimal down time.

The pilot project, ITV by CATV, has also created problems of enlisting cooperations and creating enthusiasm by teachers who are for the first time integrating ITV in their classroom. We find that teachers who have done incentive grants are quite enthusiastic in their attitude. We feel great strides have been made by careful selection of studio teachers, by consultation with teachers and evaluation of feedback from classrooms. A weekly TELECASTER which prepares classroom instructors for ITV offerings has been helpful.

Overcoming reluctance of teachers to appear before the camera for the $200 grant has been a surprising problem. The positive attitude of the production staff toward the experience has helped alay this fear. Two months during this summer will be used for studio work by teachers of the ten schools.

Problems to be Solved

Eleven schools within a 15 mile radius of the project center are anxious to have ITV available. Means are being searched which will allow a 2500 megacycle distribution. Modifications in Title III Guidelines may permit this change in the third year of the project.

Funding of the activities after the third year is a problem also being studied. The pilot project which feeds enrichment instruction has indicated that we would want to continue using CATV, whose line is granted to the Durant School gratis.

Involvement of teachers in the incentive grant project will continue to be a problem. Their appearance before videotaping cameras is optional; however, many need considerable encouragement.

Development of high quality instructional programs in the pilot phase will continue to be a problem. Studio teaching must be of the very highest quality, utilizing multi-media, and supportive of the classroom teacher's effort. The success of ITV will continue to depend on this.

For further information, write: David L. Williams, project director, Durant City Schools, 405 North Fifth Street, Durant, Oklahoma 74701.

MOBILAB: TEACHER TRAINING

EUGENE, OREGON

For years educational literature has been filled with such statements as "make education relevant," -"meet kids where they are," and "good discipline is self-discipline." Yet the teacher education program reflects few of these ideas. Certification for teaching in Oregon requires a prospective teacher to spend less than five percent of total preparation time in activities related directly to the classroom. And only a portion of this five percent is spent as a practice teacher in the class. Thus a teacher can be certified by progressing through a series of steps almost totally unrelated to an on-going school experience.

Inservice training as practiced in most school districts further aggravates the new teacher's problems. Inservice sessions are conducted during the summer, just prior to school starting, or at the end of the day, usually outside the school and the on-going classes. Inservice training is usually organized to meet the general problems of all teachers, not those specifically encountered by each individual teacher. To maintain certification, the teacher must continue to take graduate training. Again, this training is organized primarily outside of the classroom structure. At summer institutes and summer workshops credit is received, often for additional unrelated experience.

Through an unusual approach to total staff continuous inservice training, the Mobilab organization is trying to find answers to these teacher training dilemmas. The Mobilab idea is based on the assumption that the problems teachers face must be met where they exist--<u>in the classroom</u>. To do this effectively, the total staff of the school district, or of a school, is asked to participate in developing a localized program of inservice training. The total staff includes teachers, administrators, counselors, bus drivers, or anyone who interacts with stu-

dents. This total staff group is approached by the Mobilab organization in the following way: A Mobilab group supervisor attends a staff meeting set up through the usual administrative channels. All persons responsible for teacher training or inservice training are included in the session.

The Mobilab supervisor offers the resources of the Mobilab organization, which include full-time coordinators and technicians to work with the school for the duration of the Mobilab seminar. The supervisor brings with him a bag of pedagogical tools, including a Mobilab remote controlled television console to enable teachers to use closed circuit television, video taping and observation in their own classrooms and with their own students. He brings along a Mobilab traveling library which contains over 100 books and various materials presenting solutions, alternatives, and ideas which might be of value to the staff. He also brings a list of consultants who might be utilized. He brings his own experience in group process to enable the staff to monitor their own interaction as well as the interaction between students and teachers. These Mobilab resources are made available through the structure of group seminars to enable the school personnel to help themselves.

How did the Mobilab idea get started? During a series of experimental total staff seminars three years ago several educators who are now a part of the Mobilab staff explored with various schools a new approach to inservice training. Out of these total staff seminars a number of concerns emerged.

1. Teachers wanted help in group dynamics training. They needed tools with which to analyze group process once their class decided what they wished to accomplish.
2. The teachers needed help in assisting their class progress toward desired objectives.
3. The school groups expressed desire for organizational help.
4. Help was needed to involve the community in the school program.
5. Several groups expressed problems with vertical articulation between elementary, junior and senior high levels.
6. Lateral articulation was also a problem. How to get teachers to communicate among themselves.
7. Problems of discipline were expressed.
8. Teachers needed help with slow learners.
9. Exchanging ideas was important, but no organization existed for this purpose.
10. Generally, teachers asked for better tools, resources, and help in how to use them.

Many other needs were expressed by these first staff seminars, but common to all were two general areas of need: Help with structure and process, and assistance with communication.

The Mobilab staff organized a summer workshop to help teams from three different school districts to tackle these needs. After this workshop and several follow-up seminars, the Mobilab staff defined its own objectives in form of a Title III planning proposal.

The current experience of this group includes:

1. Promoting organizational interaction to facilitate educational change by working with existing state organizations.
2. Mobilab utilizes vehicles from the Division of Continuing Education and teaches its courses through that Division's structure.
3. Close coordination is maintained with the University of Oregon through cooperative efforts and utilization of personnel both in supervision of teachers locally and supervision of Mobilab staff seminars in local schools.
4. A state advisory group has been established to involve representation from the State Department of Education, the Northwest Regional Education Laboratory, the University of Oregon, the Teaching Research Division of the State System of Higher Education, and other groups appropriately interested in educational innovation.
5. Mobilab Mini-Conferences are being held on a regular basis to invite participation by anyone in the state or any organization interested in exchanging ideas with the Mobilab staff.

Open house sessions are held on a regular weekly basis to allow community people, teachers and students to meet with the Mobilab staff and to brainstorm the problems of education. The Mobilab technicians are putting together their own television units for more appropriate classroom use. Working with a local book distributor of paperbacks, the staff is developing a professional library which can be ordered by anyone in the country and will contain titles that the Mobilab staff feels are important for teachers to read. Any idea which seems to have widespread potential becomes a part of the Mobilab grab bag and is shared among the seminars in progress.

A summer program (1968) is being planned which will utilize the following ideas generated during Mobilab seminars.

1. Use of simulated classrooms. Volunteer students will be used during the summer program to simulated on-going classroom and to provide opportunities for teachers to test new ideas.

2. The summer workshop will be organized around four basic task-oriented groups. Each group will consist of eight teachers, two parent consultants, and two youth consultants. The parent and youth consultants

will be trained during the week prior to the workshop to help them relate closely with teachers during the summer program.

3. The first week of the workshop will be devoted entirely to group process. Four task groups will be formulated and given an opportunity to establish procedures with the administrative staff. Each group will be given specific non-negotiable objectives, but the means for obtaining those objectives will be left to the groups. In organizing their own process for reaching toward these objectives, the resources of the Mobilab staff, staff libraries, video taping unit and other resources will be used.

4. A resource center will be built into the workshop, including audio visual material, books, and any other resources which may be of value to the groups.

5. Outside consultants will assist with specific topics, such as group process, interaction analysis, the use of volunteers in the schools community school programs and various other ideas found to be of value in past seminars.

Toward the end of the program each home group will begin to focus on ideas which can be directly applied "back home" and on imitation of continuous inservice training programs during following year--with the assistance of the Mobilab staff.

The Mobilab program has been in operation, officially, only a few months. While awaiting funds during the last year, the staff held themselves together by contracting services to several school districts and agencies in the state. They conducted an innovative program of counselor training for the State Department of Education and assisted in the administration of an institute on the University of Oregon campus. These experiences are helping the staff in building the Mobilab model for inservice training.

How is one school district using the Mobilab program? The Junction City School District located about fifteen miles from Eugene is participating in a Mobilab seminar. The superintendent, Mr. Homer Dixon, explains how his district has used the Mobilab program:

"Last year our district, along with many others in Oregon had budget problems. We felt the professional image of our staff must be raised. At the same time we had to develop a salary schedule that would attract and keep ourstanding teachers. We decided one of the things to do was to up-grade our staff by a cooperative effort between the administration and the teaching staff. We were interested in the Mobilab organization as a means of self-improvement. At the high school level we wished to observe both large and small class procedures, as these were used in our modular scheduling and team teaching procedures. Students were also experiencing a new program and we felt more effective group counseling might be developed through the Mobilab approach."

Problems Encountered

Some of the problems we have encountered are:

1. Some of the older teachers have a tendency to resist change and were apprehensive of group evaluations.
2. There was some frustration due to a lack of leadership in cooperative planning and dialogue. There was a tendency for the teacher to look to the administration or someone else to structure the program. The administration wished the program to be teacher structured.

We are making notable progress toward the solutions of our problems as older teachers find out they need to be more flexible, yet the younger teachers are quick to point out that the older teacher's experience is helping them avoid problems.

In the future I believe we can develop more effective administrative evaluation of staff and lessen the criticism of subjective and personal evaluation. Secondly, group counseling and control at the student level are areas that are ideal for the Mobilab approach. Third, this is an effective instrument for developing team effort from K to grade 12 in any school system. The Mobilab staff hopes to be able to extend its assistance to other areas of the state and nation.

For further information, write: LeRoy Owens, project director, Mobilab Center: Inservice Teacher Training Program, 1897 Garden Avenue, Eugene, Oregon 97403.

INDIVIDUALIZATION OF INSERVICE PROGRAM

STEVENS POINT, WISCONSIN

The "Title III: Tele-writer" Project was originated primarily to assist four nearby school districts in improving the inservice education offered their teachers. The project has set up a system whereby the districts served are able to define specific needs for inservice education and have them filled on an individual basis by acknowledged experts in the various disciplines.

In order to achieve this educational utopia, it was deemed expedient to use the latest electronic equipment--an electronic remote blackboard combined with a closed circuit telephone line. With the sending equipment at one location (the Campus School) and receiving stations in each

of the four districts, neither the lecturer nor the teachers need travel far to accomplish their goals. The lecturer speaks over a microphone and is heard simultaneously in all four district listening centers obviating the necessity of repeating the lecture four times. If he wishes to outline his points or draw a diagram, he uses the electro-writer, writing with a special stylus which activates the pens on the receiving sets at the listening stations. An overhead projector throws the received images on a wall (a special screen is not necessary) and the teachers can take notes and visualize the material being presented. The remote blackboard gives a point of focus during the lectures which partially compensates for not being able to see the speaker. The final piece of equipment at the listening centers is the telephone which allows interaction between the speaker and the listeners, and among teachers present at the different centers.

While Wausau is a fairly large school district for Northern Wisconsin, the Mosinee, Rothschild-Schofield, and Antigo districts are small with correspondingly narrow tax bases. In order to offer inservice training before the Title III grant, the districts had to weigh their needs carefully in order to make the most judicial use of extremely limited funds. The result was that inservice training was done in large generalized groups to gain the most from an expert who had been hired for one workshop session. The needs of many teachers had to be by-passed, yet <u>all</u> felt acute regret that this was necessarily so. The Tele-writer Project has enabled the districts to solve this problem.

Inservice Training Committees are set up in each district to poll the teachers and determine their individual needs. This information is funneled to the Director of the Project, Jack Scharrschmidt, who then finds the best qualified person to speak on the chosen topic. If only the one teacher attends the session, the purpose of the project has been fulfilled because that individual has had an opportunity to fill a knowledge gap, gain additional information, or solve a difficult problem.

Another phase of the Title III: Tele-writer Project is the purposeful scheduling of inservice training sessions during the contract day. For many years teachers all over the country have complained bitterly that inservice sessions were held either before school and before they were even awake, or after school when they were half dead, or after supper when they needed to grade papers or plan lessons--or even do the laundry or just relax. "Why can't we have them during school?" was the urgent plea. Also, the matter of contract negotiations was beginning to focus on time spent at inservice training. Would it be paid for? How much? How many sessions? The obvious solution here is the Tele-writer solution. Schedule the sessions during the day. Keep them on an individual basis, so that one or two teachers leaving a school does not disrupt the entire organization.

The problem arising here is "How can the teachers leave their classes to attend the sessions?" For many years the districts had been employing aides at the kindergarten level. It was a logical step to hire additional paraprofessionals who could assist the teachers, and aid in

handling a large combined class while the teacher attended a tele-writer session. Under the project each district selected a school which would be a pilot school. Three paraprofessionals were hired in each district for these pilot schools. This phase of the project has been so successful that additional paraprofessionals are being added next year by each district at its own expense. It is also being planned that the four pilot schools set up organizational patterns which would plot a course for other schools to follow in the optimal use of the paraprofessional staff.

By the end of the present school year, the project will have provided 175 inservice training hours in 15 different fields. Fifty-one sessions were in Mathematics on all different grade levels; 28 were in the field of English; 15 were in the field of science; 12 were in social studies; and 11 hours were devoted to reading. Other areas covered with from 1 to 8 sessions were Creative Writing, Kindergarten, Sex Education, Foreign Language and Student Evaluation. It should be emphasized that each and every one of the sessions was a direct response to a need expressed by at least one teacher.

Forth-eight experts presented the lectures. Some gave a series of lectures while others presented only one lecture in a specialized field. The lecturers were chosen specifically because they could fulfill a particular expressed need. Individualization was continually stressed, and the teachers were encouraged to ask questions or make comments, or state any further needs during the programs. The instructors were extremely cooperative in adjusting their lectures to meet the exigencies of the occasion.

There were two other phases of the project included in response to expressed needs and rather than ask for a separate project, the phases were written into the original project. It was strongly felt by the district administration that a method was needed to identify and train future school administrators within each district. Evening sessions were scheduled during the first semester for either selected, or volunteer, administrative trainees. Drs. James Lipham and Richard Rossmiller of the University of Wisconsin Education Department were invited to conduct the sessions. The trainees were given various evaluative tests to determine their several strengths and/or weaknesses in the administrative field. At the end of the series, personal interviews were conducted with each trainee to point out the results of the tests and the class exercises with the end either to encourage or discourage the trainees to continue to aim toward an administrative position.

The third phase of the project was concerned with the Curriculum Evaluation and Improvement. Dr. Glen Eye and Dr. Lanore Netzer conducted these sessions which were attended by nearly 100 percent of the administrative personnel of the four districts. Drs. Eye and Netzer gave a blueprint for Curriculum Evaluation and Planning, and the districts are now carrying on with their own systems.

Problems Met and Overcome

1. Choosing equipment to serve four districts simultaneously and developing a quiet, noise free tele-lecture line: Installation of Victor Electrowriter Remote Blackboard transmitter and receivers and "Private Line Service" to the participating schools eliminated the necessity of utilizing the Group Conference Call which necessitated going through central switchboards. The "Private Line Service" is balanced and available for use 24 hours a day, seven days a week.

2. Eliminating long-distance traveling for the lecturer: Equipment has been installed in the project office which allows the office staff to bridge a long-distance telephone call into the "Private Line Service" thus eliminating the long-distance traveling. The bridge for the electro-writer has not been installed.

3. Organizing the classroom teacher's schedule to allow for inservice education during the hours of the school day: Paraprofessionals have been employed in four elementary schools to demonstrate a kind of organizational pattern which will allow time for teachers to receive inservice education during the hours of the school day. Schools not employing paraprofessionals are arranging flexible teacher's schedules by combining classes for large group instruction and/or using other school personnel (supervisors, principals, librarians, teacher aids, and specialists) in the classroom.

4. Arranging for the technical care and maintenance of the electro-writers: A local teacher-technician has been appointed at each school where a listening station is located.

5. Developing skill in and comfort with the use of the tele-writer equipment: Teachers and lecturers have received demonstrations and written and oral advice in the use of the equipment.

6. Evaluating the effectiveness of the inservice education on the pupil in the classroom: Post-Meeting Reaction Sheets and Post-Series Reaction Sheets are completed by the participants to evaluate the Tele-writer meetings.

Problems Still to be Solved

1. Arranging teachers' schedules to allow for inservice education during school hours.

2. The dual role of the teacher technician does not allow ample time for the continuous care of the equipment that is necessary for successful operation.

3. Teachers continue to be reluctant to interact via the media.

4. Evaluation of the effect inservice education has upon the pupils in the classroom is difficult.

5. Tendency of conscientious teachers to feel guilty at leaving their school for inservice education during the school day.

6. Attitude toward the inservice education sessions: Rather than considering the sessions as an opportunity to fulfill their own expressed needs, some teachers consider the training an added burden on their already over loaded shoulders.

For further information, write: E. J. Scharrschmidt, Title III: Tele-writer, Wisconsin State University, Stevens Point, Wisconsin 54481.

UCLA's "EVALUATION COMMENT"

UCLA's Center for the Study of Evaluation of Instructional Programs (CSEIP) is a Research and Development Center sponsored by the United States Office of Education and located in the Graduate School of Education on the UCLA campus. The Center, directed by M. C. Wittrock and E. L. Lindman, is devoted to studying and improving the evaluation of instructional programs. Activities relate to one or more of the Center's basic purposes: to clarify the process of evaluating instructional programs by formulating appropriate theory; to identify, measure, and study variables relevant to the evaluation of instructional programs; and to develop and field test systems for evaluating educational programs and institutions. Special attention is given to the multiple consequences produced by instruction interacting with individual students and teachers in learning situations in and out of the school.

Evaluation Comment is a forum for people with important ideas about evaluation to share them with others interested in issues in the study of evaluation of instructional programs. Evaluation Comment is especially interested in publishing creative or controversial approaches and dialogue about evaluation of instructional programs that promise either to improve knowledge about evaluation or, at least, to excite interest and comment from readers. Evaluation Comment is distributed free of charge to scholars, researchers, and practitioners interested in its content.

Curiosity, controversy, and exchange of ideas and opinions are essential creative effort in any field. If you are interested in publishing your ideas in Evaluation Comment, or if you are interested in responding to articles you have read in Evaluation Comment, please write to:

Editor, Evaluation Comment, Center for the Study of Evaluation of Instructional Programs, 145 Moore Hall, University of California, Los Angeles, California 90024.

MEMORANDUM TO COMMISSIONER HOWE

From: Title III National Study Team
Subject: The Continuation and Strengthening of Title III
Date: March 21, 1968

A team of educators has been conducting an independent, national study of ESEA Title III. This is the second year for the study. At our March meeting it was the general consensus of the group that a position statement on PACE might be useful at this critical juncture.

Such a statement has been developed and is included here. It has been endorsed by all members of the study team. (Their names are listed in the November and December PACEreport issues.)

"The intent of ESEA Title III (PACE) has been to:

1. Provide venture capital which the nation's schools could draw upon to experiment with new ways to meet old and new needs and to find better ways of performing their customary services.

2. Encourage the establishment of Supplementary Education Centers of particular relevance to the central cities.

3. Encourage the 50 states and territories and their 22,000 school boards to form neighboring consortiums and regional arrangements, to pool better their resources to attack common problems.

4. Assist the schools in mounting demonstrations of promising new practices, to evaluate them, and, when finding them good, to make them broadly known.

Now that Title III is in the process of being passed to the states, this independent national study team, which by assignment has had reason to be especially observant of the problems and progress of Title III, would urge the following:

1. That the USOE spearhead a comprehensive campaign to acquaint the newly developing state advisory groups with their unique opportunities for serving as catalysts for change in their respective states.

2. That the USOE give special attention to assisting the states in maintaining and improving upon the original purposes and intent of Title III.

3. That the USOE seek continuing and separate funds to supplement and reinforce the Title III programs of the states. This recommendation is made in the belief that the educational needs of the whole nation may exceed the sum of the needs of its parts, and that there will be instances where quick and unusual support should be at hand to help those states which may tackle problems whose complexity and urgency require support beyond the amount distributed by formula.

In the course of its work, this study team has examined several hundred Title III proposals and inspected close to 200 projects in the field. Taken as a whole, considering the 2500 projects that have been funded over a period of two years, we believe that PACE is serving in many communities across the nation as a dynamic and positive force for educational improvement.

The study team feels that education has much at stake in the continuation of Title III's spirit of venture capital--the first "thinking money" many school districts ever had--and in the success of the states in building upon this thrust. Otherwise, if Title III should someday lose or forget this major premise and early promise, it is predictable that of necessity another fund will emerge elsewhere, quite possibly from those agencies dealing with the agony of cities, to recover and resume the unique quest that was Title III's. The nation has a right to expect that education will lead in its own renewal. Title III is the sharpest tool to that end."

Submitted by Richard I. Miller
Director, National Study Team

TEPS LISTS DEMONSTRATION CENTERS

The National Commission on Teacher Education and Professional Standards (TEPS) has published, with assistance from the 3M Company, a book listing the 205 demonstration centers that were selected as exemplary. These selections pertain to a wide variety of innovative programs, and the book lists them both by state as well as by type of program.

Copies of The Teacher and His Staff: Selected Demonstration Centers may be purchased for $5.00 per copy, and orders should be sent to NCTEPS, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

FISCAL '68 ADMINISTRATIVE MONEY

by Patrick F. Toole, Assistant Director for Curriculum Development, Bureau of Curriculum Development and Evaluation, Department of Public Instruction, Harrisburg, Pennsylvania.

Commissioner Harold Howe II, by using "discretionary authority" given him in Public Law 90-247 Title III, has provided both an opportunity and a challenge to state education departments.

The opportunity arises from the Commissioner's discretionary decision not to wait until fiscal '69 (July 1, 1968 at the earliest), but to authorize the immediate use of fiscal '68 funds for ESEA Title III administrative purposes to those states or territories which choose to apply. In the case of Pennsylvania, as with most other states, the Commissioner's decision would make available for immediate use 3.75 percent of the Commonwealth's fiscal '68 appropriation--for the Commonwealth approximately $385,000.

Unlike the 7.5 percent which will be made available from the fiscal '69 state appropriation, the 3.75 percent will be more narrowly focused on State Advisory Council-oriented activities, i.e., the establishment of such a council in those states which have not yet established one, rather than ESEA Title III administrative purposes more broadly conceived.

The challenge arises from the short time-frame in which to expend or encumber[1] what may be sizeable sums in some states. But if a samp-

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[1]During the March 11-15 Washington, D. C. negotiating sessions with state coordinators (re: January '68 submitted proposals) and as recently as the March 20-21 "finalizing sessions," also in Washington, on the Office of Education Guidelines for State Plans, the encumbering of fiscal '68 administrative money before June 30, 1968, via subcontract for the "delivery of a product" sometime during fiscal '69 was perceived by Office of Education program people as an acceptable procedure. However, during the March 29 Chicago meeting on the "15 percent special-education" component of Title III as amended, an Office of Education program representative relayed to State Coordinators a recently received "Office of Contract opinion" that fiscal '68 administrative funds must be expended by June 30, 1968. Encumbrancing for fiscal '69 delivery would thus not be allowed. Needless to say, repeal of this contract-office opinion will be sought by several states represented at the Chicago meeting.

ling of state coordinators' opinion in New York City (March 7-8), in Washington (March 13-14) and in Chicago (March 28-29) is indicative of a national trend, most states will not use or attempt to use all the fiscal '68 money made available to them for State Advisory Council and allied purposes. Hence, the purpose of this article. Fortunately, the unexpended or unencumbered fiscal '68 funds can be deobligated and used for Title III proposals not yet funded. Fiscal '69's administrative funds, however, if not used for Title III administration, will revert to the federal government, according to Office of Education informants. Deobligation in fiscal '69 and '70 will not be possible.

Whether Pennsylvania and several other states will be successful or not remains yet to be seen, but they are attempting to utilize fully their fiscal '68 administrative allowances. Were it not to do so, Pennsylvania for example would lose a $300,000-plus opportunity. One of its sister states may apparently decide to pass up a $500,000 opportunity.

Pennsylvania's Proposal

Proposed by the Commonwealth's Title III office is a model to use both fiscal '68 administrative funds and whatever would be necessary to continue to implement the model from subsequent fiscal year's ESEA Title III administrative funds. The model has two basic assumptions, the first having been identified as the most critical section for Pennsylvania in the revision of its State Plan[2] in response to Public Law 90-247 (January 2, 1968). They are:

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[2]Pennsylvania has had a state plan since early fall, 1965. The December 1, 1965 revision, copies of which other State Coordinators received last fall, is the Commonwealth's second edition. A simple distinction--though one representing a great difference--is that the plan previously in effect provides for an "administrative procedure" which the Department delegated to the Bureau of Curriculum Development. Program recommendations or decisions, a part of the administrative procedures, were solicited as needed in response to proposal submissions from the field. These program decisions, in turn, were largely based on independent, departmental and regional reader recommendations. A third (revised) edition, now underway in response to PL 90-247 and subsequent "tentative" guidelines which will not become "legal" until on or about June 1, 1968, will incorporate a more sophisticated program decision-making procedure spelled out in advance via the "need-assessment" route. This procedure, primarily intended for ESEA Title III initially, can have long-range implications for a more rational utilization of other federal resources--Title I for instance--if the "need-assessment" is authoritative, well substantiated, valid and reliable after close Department of Public Instruction scrutiny.

1. That a need assessment is critical to continued and successful operation of the Commonwealth's ESEA Title III program (Task I in the "B" subcomponent of the model).

2. That such need assessment, if it is to have any legitimacy and acceptance for future implementation, must have maximum involvement of State Department of Public Instruction staff and field people who will eventually be affected, either directly or indirectly, by the results of the assessment. (The "F" component of the model--which will subsume the previous components "D" and "E"--will provide for such involvement.)

Since the model is only for the proposed utilization of most of fiscal '68 administrative funds and for a portion (perhaps sizeable) of such funds during succeeding years, it is still subject to a variety of constraints and resultant modifications that may emerge from Department of Public Instruction-State Advisory Council discussions now underway. In keeping with the intent of Public Law 90-247, the final decisions and model configuration will be made by the State Superintendent for Public Instruction with the "advice and consent" of the State Advisory Committee. Consequently, the description of its present and early state which follows is only for the purpose of Pennsylvania's sharing with the sister states one possible approach being entertained.

Graphically, the model may be illustrated as containing six components, "A" to "F" and two "implicit" components not shown but discussed later.

The heart of the proposed model (and the major focus of subcontracts--at least for fiscal '68 administrative funds) are four tasks suggested by the Title III office and recently "formalized" to a certain degree by other divisions or bureaus of the Department of Public Instruction and the State Advisory Council. The tasks are:

Task I	Need Assessment[3]
Task II	New/Improved Title III Strategies

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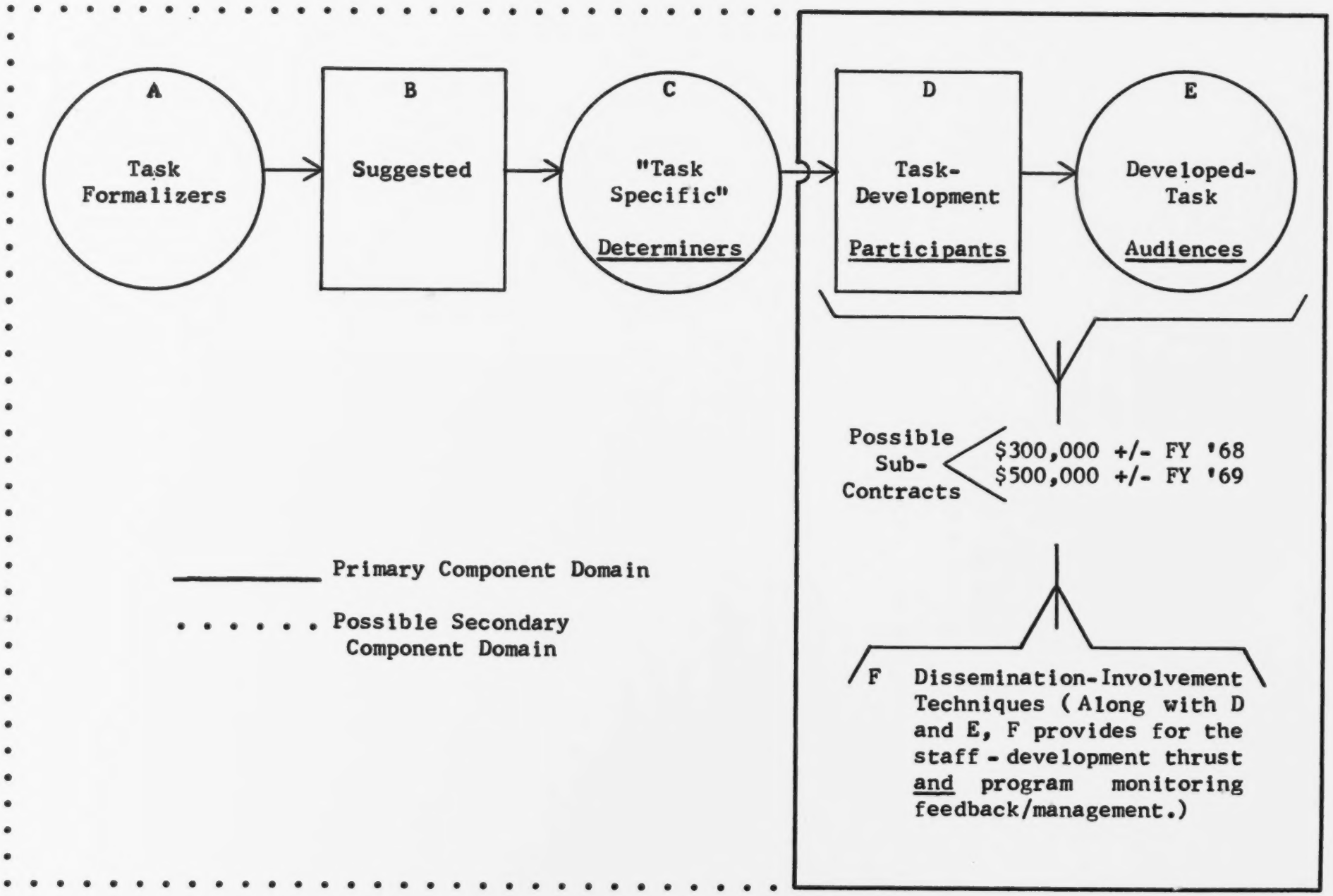
[3]Fortunately and in response to state legislative mandate, Pennsylvania has been in the process of implementing its "Educational Quality Assessment" program since last summer. This program, like New York's "Quality Measurement Project," could have considerable relevancy to "need assessment" under Title III. For a description of the proposed assessment, the rationale, methodology and the April-May 1968 initial-test packet, see Proceedings: First Meeting of the State Advisory Committee on the Assessment of Educational Quality. Harrisburg: Department of Public Instruction, February, 1968. Dr. Paul B. Campbell, the director of the Department's Bureau of Educational Quality Assessment, is responsible for this state-wide program.

TENTATIVE PROPOSAL FOR UTILIZATION OF ESEA TITLE III ADMINISTRATIVE FUNDS



Task III	Macro-evaluation
Task IV	Macro-dissemination

Tasks I, III and IV have great legitimacy with respect to State Advisory Council responsibilities listed in January's Public Law 90-247 and subsequently amplified in tentative Office of Education Regulations for State Plans during February and March of this year--hence this writer's belief that fiscal '68 administrative funds designated for State Advisory Council establishment and implementation could be used for such task development. The inclusion of Task II, new and/or improved Title III strategies, minimally may be a "legitimate" inference from the other three tasks or may be equally legitimate according to the recent legislation and subsequently developed regulations.

Additionally, as a result of discussions now underway in the Department and as a result of critiques now being solicited from the field, universities, Title IV Regional Labs, the Office of Education, etc., additional tasks (or sub-tasks) may be identified and added to the model. The work of the "task suggesters or formalizers" and the task "determiners" is not yet done.

Narrative amplification of the proposed model (yet grossly delineated) is included on the following pages. (See pages 38,39, and 40.)

Not graphically or narratively illustrated is a seventh and perhaps the most important model component--the model's implicit thrust toward a broader-based information-input and decision-making function through greater Departmental and field involvement. Broadly conceived, this implicit thrust may be described as a state-wide staff-development function, albeit with greater emphasis on and perhaps greater intensity of involvement with Departmental staff members and ESEA Title III staff in the field rather than with field staff generally.

Finally, there is another implicit thrust--an eighth component--which may provide the basis for the integration of several federal categorical aids or for possible redirection of some forms of general state aid as well. (See footnote #2.) This last thrust of the model can provide for an evolutionary, program-oriented "packaging," of not only federal "administrative money" as recently suggested by the Office of Education, but "flow-through" money as well. Thus the program thrust of integrated federal- and state-aids (to say nothing of local support), where possible, could determine feasible administrative packaging combinations now being sought--which may be putting the horse back in front of the cart where it belongs.

In conclusion, Commissioner Howe's discretionary decision on fiscal '68 administrative money is both a challenge and an opportunity which few states can afford not to accept. Hopefully, the decision that Pennsylvania and some few states have made "to give it a try" might be the spur the rest of the states need. But time is short. June 30 is not far away.

ESEA TITLE III

Bureau/Departmental/Field/Consultant/Special Committee/State Advisory Council

PROPOSED INTERRELATIONS
for
Program Direction* and Resource Utilization via Subcontract

A.

Task-Suggesters --

Division of Curriculum Development and University/Departmental Input, etc.

Task-Formalizers --

Bureau Coordinating Council
Department's Coordinating Committee
State Advisory Council
Office of Education**
State Superintendent of Public Instruction
State Office of Administration

B.

Tasks

I. Need Assessment
   a. Literature Review
   b. The use of a methodology like that being used by the Bureau of Quality Education Assessment
   c. Pilot runs, as proposed by BQEA

II. New/improved III Strategies
   a. Review/recommend changes in present Divisional/Bureau III administration
   b. Assess or reassess funding/non-funding activity, November '65 to date
   c. Identify, evaluate, implement "change" strategies

III. Macro-evaluation

(A multi-dimensional evaluation mode--see Daniel Stufflebeam's CIPP model--but with a state overview as opposed to the micro-evaluation, single project focus of II b, above.)

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*In keeping with ESEA Title III intent and "need-assessment" results.

**Primarily in the sense that unless a subcontract receives contract-office approval, it is not formalized. Office of Education program suggestions, however, are also being solicited.

IV. Macro-dissemination
   a. Techniques and strategies
      (See Egon Guba's The Basis for Educational Improvement on "Diffusion", July, 1967)
   b. Media
      1. Monographs
      2. Case studies

V. Additional Tasks Yet to be Determined

C.

Task-specific determiners

I. Program bureaus involved
   Selected project directors
   Selected Regional Advisory Committee members
   University input (see A)
   Field representatives

II.
   a. Divisions/bureau/central office
   b. Program bureaus, project directors involved
   c. Department/field

III. Program bureaus involved
   (i.e., Research, Quality Education Assessment, etc.)
   Selected project directors
   University input (see A)
   Division of Evaluation

D.

Task development participants

I. Program bureaus involved
   Selected project directors
   Field representation

II.
   a. Selected bureaus, divisions
   b. Selected departmental representative
   c. Program bureaus involved

III. Program bureaus involved and selected departmental representatives

IV. Selected departmental representatives
   Division/bureau/central office
   Selected project directors

IV. Selected departmental representatives
Division/bureau/central office
Selected project directors
University input (see A)
Division of Planning

E.

Developed-task audiences

I.
All Department of Public
Instruction members
All Project Directors
All Regional Advisory Committee members
Other selected Departments of the State

II.
a.
b. Department/field
c.

III. Department/field and other
selected departments

IV. Department/field

V.

F.

Dissemination technique

Periodic (Quarterly?) reports, consultations, forums, conferences plus a Staff Development Program***

***Part of which is subsumed in D and E--
to a certain extent even in C.

PRESERVICE-INSERVICE EDUCATION

By George W. Denemark, dean of the College of Education, University of Kentucky, and James M. Macdonald, Professor of Education, University of Wisconsin, Milwaukee.

Editor's Note: The most exhaustive and helpful summary of research, development studies, and special projects in preservice and inservice education of teachers may be found in the June 1967 issue (Volume 37, No. 3) of the Review of Educational Research, published by the American Educational Research Association. An excerpt from the conclusion of this article follows:

It is apparent from a review of the literature that the large grants for teacher education have been given for program development and not for theory development or research activity. A number of funded projects seemed to hold real promise because of their broad scope, but they proved disappointing because, as Halliwell (1964) noted, projects referred to as experimental nearly always turned out to be demonstrations, entailing only minimal, loosely structured evaluations of the program consequences. In contrast to these large, well-supported projects, numerous studies reported by individual researchers showed evidence of more care in research design, with provisions for controls and systematic evaluation. For the most part, however, these projects tended to be focused on small portions of the total process of teacher preparation, so that their impact seemed inevitably insignificant.

Even casual perusal of the research literature reveals a lack of theory. It is, indeed, almost impossible to identify the theoretical basis for most of the studies reported. As a consequence it is often difficult to relate studies to each other or to identify the need for new studies. This lack of integrating framework has resulted in an obvious divorce of theory and practice. While progress has been made in developing practice in a narrow professional range, teacher education still appears to be fragmented and detached both from teaching and from programs of liberal or general education. It would appear that the most needed next step is to put large resources into research and development on a theory-based program of considerable breadth and scope.

A number of promising areas for research, however, appeared to be opening. These include the study of preservice-inservice relationships, teacher role differentiation, programs for teachers of culturally disadvantaged youth, and programs built around the integrated use of newer media. A quick mention of their status follows.

An area in special need of expanded study is the relationship between preservice and inservice teacher education programs. Recognition of the growing complexity of the teacher's role, as knowledge expands and society turns more frequently to its schools for help in solving

pressing social problems, makes apparent the need for effectively linking pre- and inservice education efforts. Again, to improve the relationship between these efforts requires a conceptual structure that will aid in determining the specific functions assigned to each.

Another dramatic disparity between the amounts of program activity and research was found in the preparation of teachers of the culturally disadvantaged. A survey of such programs by the NEA Research Division (1966) reported that 9 systems in 10 enrolling 50,000 or more students were providing some type of training programs to assist their teachers in working with culturally disadvantaged pupils. Indications were that over 100 institutions were offering special programs for training teachers of the culturally disadvantaged. Yet no research was being reported, perhaps because the field was still quite new and the programs initiated were still in preliminary stages.

A tremendous amount of work remains to be done. It is to the credit of teacher educators that they are willing to admit a lack of knowledge and to attempt research on the problems of the field.

INNOVATION '68

by Roger S. Tyrrell, Director
Division of Special Projects,
Oakland Schools, Campus Drive,
Pontiac, Michigan 48053

"Innovation '68"--the first state-wide follow-up of last summer's Hawaiian conferences on educational innovation--was held March 21 and 22 in Oakland County, Michigan. Sponsored by Oakland Schools with the cooperation of the Michigan State Department of Education and the United States Office of Education, the conference featured video tapes of talks given in Hawaii last summer and "live" speeches by Nolan Estes of the US Office of Education, Paul Briggs, Superintendent of Cleveland City Schools, William Emerson, Superintendent of Oakland Schools, and Leon Waskin of the Michigan State Department of Education.

The purpose of the conference was to acquaint Michigan superintendents, curriculum coordinators, teachers, and directors of Title I and

Title III projects with the highlights of the Hawaiian seminars and to stimulate accepting attitudes towards educational innovation.

Video tapes of last summer's presentations by James Farmer, John Goodlad, David Krech, and Carl Rogers were shown to conference delegates. Panel discussions followed the tapes, with participation invited from the floor. To facilitate such participation, microphones were provided, one for each table of 8 delegates. This kind of delegate involvement helped make the whole conference more meaningful. It allowed for differences to be aired and provided for stimulating exchanges of ideas, problems, and possible solutions.

Live speeches by Drs. Estes, Briggs, Waskins, and Emerson offered a contrast to the video tapes and served to bring the whole picture of educational innovation into better focus. Dr. Estes emphasized the continuing innovational needs of education, while Dr. Briggs suggested that out of cities will come the major innovations of the future. Dr. Waskins pledged support from the State Department of Education, and Dr. Emerson outlined a strategy for supporting innovative programs.

Not only did the conference format rely heavily on the use of video-presentations, but the meetings themselves were recorded on video and audio tapes, thus enabling these March meetings to be used--in whole or part--by any interested group. So far, three school districts have requested copies of the conference's video tapes, while six districts have already made use of the audio recordings.

Delegates were asked to assess their own attitudes towards educational innovation both before the presentations and afterwards. Evaluation of attitudes before and after the conference indicated more acceptance of educational innovation as desirable and necessary after attendance at the conference.

The evaluation also indicated that delegates had less faith in a changing curriculum as the primary agent in effecting a solution to the problems of teaching. Ironically, the majority indicated that they believe neither teachers nor administrators are willing to innovate. Post-conference scoring showed 67 percent agreeing that teachers tend to resist the innovative process. Fifty-three percent did not agree that administrators favor innovation. Even so, 70 percent disagreed that the innovative process begins in the college or university; and 86 percent thought it could occur in any school building.

Both evaluational instruments were designed by the Systematic Studies staff of Oakland Schools headed by Loyal Joos and at the close of the conference test sheets were machine scored and results reported by Rodney Roth, Consultant, Systematic Studies.

The initial suggestion that such a conference be tried came from the United States Office of Education. The two-day meeting itself was organized and directed by the Division of Special Projects of Oakland (County, Michigan) Schools with the cooperation of the Michigan State Department of Education.

FOCUSING UPON INSERVICE PROGRAMS

Most PACE projects include something on inservice education but only a few make this concern the central focus. Nine such projects are included here:

MESA: Mesa Elementary School District #4 and High School District #207
Program and Center for Educational Advancement
Operational Project OE No. 66-1284 Amount Sought: $90,400
Description: A center will be operated to provide inservice teacher training in new methods, curricula, and devices; evaluate curriculum and materials; survey and disseminate research literature; and stimulate interest in art and music among relatively isolated schools.

Further information: John E. Benton, Acting Project Director, Mesa Public Schools, 29 South Hibbert St., Mesa, Arizona. (602) 969-1431.

HAMPTON: Supervisory School Union #21
Inservice Teacher Education Courses in Art and Science for New Hampshire Elementary Classroom Teachers
Operational Project OE No. 66-1203 Amount Sought: $82,000
Description: Courses in art and science will be telecast to approximately 5000 elementary school teachers; classes at 12 regional centers will supplement the ETV instruction.

Further information: Keith J. Nighbert, Manager, Wenh-TV, P. O. Box Z, Durham, New Hampshire 03824. (603) 868-5511.

TERRELL: Terrell Independent School District
Staff Development Through Inservice Training
Operational Project OE No. 66-2470 Amount Sought: $58,440
Description: An inservice training program will be initiated to assist teachers in acquiring competence and skill in the production and utilization of innovative instructional materials and techniques.

Further information: Grady Hester, Superintendent, Terrell Public Schools, P. O. Box 190, Terrell, Texas 75160. (214) JO 3-2161.

JONESBORO: Clayton County Board of Education
Demonstration of Innovative Practices for Improving Instruction
Operational Project OE No. 66-2355 Amount Sought: $187,041
Description: A demonstration center will be established to provide inservice training in the use of new materials, inservice training to develop programs for elementary schools which involve pre-primary, primary and intermediate children, and assistance to teachers in the integration process.

Further information: John E. Edmonds, Superintendent of Schools, Clayton County Schools, Jonesboro, Georgia 30236. (404) 478-9991.

BETHLEHEM: Bethlehem Area School District
An ITA Demonstration Center and the Development, Testing and Demonstration of a Language Arts Curriculum for Grades 2 through 6
Operational Project OE No. 66-940 Amount Sought: $173,300
Description: The center will demonstrate use of the initial teaching alphabet in reading instruction; teachers and supervisors will receive inservice training.

Further information: Dr. Rebecca W. Stewart, Director of Elementary Education, Project Coordinator for School District, 125 West Packer Avenue, Bethlehem, Pennsylvania 18015. (215) 866-8021.

ASTORIA: Clatsop County School District No. 1
The Northwestern Oregon Pacific Coast Laboratory for Improving Instruction in Elementary and Secondary Schools
Operational Project OE No. 66-2718 Amount Sought: $48,765
Description: The State Department of Education, local school districts, and a teacher preparation institution will cooperate to provide a continuous program of preservice and inservice teacher training for elementary and secondary school teachers.

Further information: Roy R. Seeborg, Superintendent, Clatsop County School District No. 1, 818 Commercial Street, Astoria, Oregon 97103. (503) 325-6441.

ARLINGTON HEIGHTS: Community Consolidated School District No. 59
Elk Grove Training and Development Center
Operational Project OE No. 66-2644 Amount Sought: $260,000
Description: A teacher training center will be established through which teachers, administrators, and educational specialists will be trained in teams to work in their individual schools with a variety of new techniques.

Further information: R. W. Bardwell, Superintendent, Community Consolidated School District No. 59, P. O. Box 100, Elk Grove Village, Illinois 60007. (312) 437-1000, ext. 31, 32.

MODESTO: Stanislaus County Superintendent of Schools
The Development of County-Wide Articulation in Foreign Language Instruction through Common Measurement Procedures
Operational Project OE No. 66-2635 Amount Sought: $26,917
Description: A two-year program of inservice education for teachers of foreign languages will be instituted; the primary objective of the program is to establish uniformity of instructional and testing procedures in the foreign language program throughout the county.

Further information: Fred C. Beyer, County Superintendent of Schools, Stanislaus County, 2115 Scenic Drive, P. O. Box 1697, Modesto, California 95350. (209) 524-1251, ext. 418.

WATERTOWN: Watertown Board of Education
Regional Elementary School Teacher Up-Grading Project
Operational Project OE No. 66-818 Amount Sought: $49,000
Description: A summer institute in modern mathematics and general science will be held for elementary school teachers; demonstrations will be followed by analysis and evaluation of content and method.

Further information: Edwin C. Douglas, Assistant to the Headmaster The Taft School, Watertown, Connecticut. (203) 274-2516.

A NEW EDUCATION

"A new concept of education will go well beyond the school. Education under school auspices and in other community agencies will provide greater scope, more facilities and resources, and more reality in learning. It will capitalize on all of the agencies and people who contribute to learning and education. The existing emphasis on abstract concepts and vicarious experience will be enlarged, because some youngsters have insufficient experience to deal with abstractions and most youngsters need more contact with real things and real people. The new school will have work-study programs to enable students to gain practical experience to which abstract and concrete study and thinking can be related. Study and work for short or extended periods will be arranged out of the classroom and out of the school. Many community, business, industrial, governmental, and other agencies will serve as supplementary learning centers. Youngsters' study programs will be individually designed, based on continuous and careful diagnosis of individual intellectual, psychological, physical, social, and esthetic growth, and work will add essential responsibility and provide status for them. Being a student will be recognized as a youngster's work. Education will offer as much or as little planned control of the school environment as necessary. The question of what and by whom controls will be exerted may present some thorny problems, but it also provides part of the basis for deciding on the purposes of education and the new roles of teachers."

by Roy A. Edelfelt, Senior
Associate Secretary of the
National Commission on
Teacher Education and
Professional Standards,
N.E.A.

EPDA FORMED

The USOE announced in mid-December, 1967, the formation of a new bureau in the USOE to coordinate Federal support for teacher training. The new Bureau of Educational Personnel Development was set up under authority of the Education Professions Development Act that was signed by President Johnson in June 1967. Appointed as Associate Commissioner for the new Bureau was Dr. Don Davies, former Executive Secretary of the NEA's National Commission on Teacher Education and Professional Standards.

Four divisions make up the Bureau:

- Division of Program Administration
- Division of Teacher Corps
- Division of Program Resources
- Division of Assessment and Coordination

The administration has submitted a budget request of $215,913,000 for the 1968-1969 fiscal year. An additional request of $31,235,000 is being sought for the Teacher Corps. Designed to reduce the teacher shortage and to improve teacher preparation, projects should get underway in October, 1968. The proposed guidelines for preparing proposals list the following programs:

- Experimental projects for making the education profession more attractive.

- Giving states a larger role in choosing training programs for the Teacher Corps and in deciding Corps projects.

- A new program to recruit and train teacher aides and to draw persons from other professions and "retired" housewives into teaching.

- Graduate fellowships for teachers, including teachers in pre-school, adult, and vocational education as well as those in elementary and secondary education.

- Institutes for teachers which will replace programs now held under the National Defense Education Act and the National Foundation on the Arts and Humanities Act.

- Graduate fellowships and advanced institutes for college teachers, administrators, and other higher education personnel, especially those in two-year community or junior colleges.

LETTERS TO THE EDITOR

Dear Sir:

I would like to take advantage of your invitation to submit "letters to the editor" as stated in the March 1968 PACEreport.

Two leading questions for any Title III director are: (1) How do you write the director's job description, and (2) How can an optimal program be developed with limited funds? The director of a program emphasizing recreation and education in Green River, Wyoming, can be found in the following capacities: bus driver, carpenter, welder, purchaser, bookkeeper, writer, P.R. man, boatman, ice skater, arrowhead hunter, archer, camper, fisherman, field trip leader, radio operator, ammunition reloader, marksman, rock cutter, photographer, water skier, and scuba diver. In Wyoming, we say "Pitch in and get the job done." Directors must be involved in setting the PACE. Assist and encourage your staff at all times, and above all, get community support.

Patrick J. Moran
Director
ESEA, Title III
Green River, Wyoming

Dear Dr. Miller:

PACEreport for January-February 1968 is an excellent publication, and it appears to be just what the public needs to supplement and clarify previous releases on Title III.

I find this a splendid appraisal of the problems and expected advantages in the amended Title III legislation. The expositions by authorities on the nature and administration of the program, together with the text of the amendments within the same cover, should induce better understanding and project planning.

I look forward to receiving copies of future issues.

Nolan Estes
Associate Commissioner for
Elementary and Secondary Education
Washington, D. C.

* * *

In the January-February 1968 issue of PACEreport we omitted the Commonwealth of Puerto Rico in our article, "Your Man in Washington: The Area Desk Chief." We would like to make that correction at this time--the Commonwealth of Puerto Rico falls under Region III, Wm. Gruver,chief, Room 2167, phone: (202) 962-0266, Washington, D. C.